DOCUMENT RESUME

ED 242 578 SO 015 298

TITLE	Music in Your Schools.
INSTITUTION	Music Educators National Conference, Reston, Va.
PUB DATE	79
NOTE	17p.; Photographs may not reproduce well.
AVAILABLE FROM	Music Educators National Conference, 1902 Association Drive, Reston, VA 22070 (20 copies/$3.00).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adolescents; *Behavioral Objectives; Elementary Secondary Education; *Music Education; Preadolescents; Preschool Children; Preschool Education
IDENTIFIERS	PF Project

ABSTRACT

The role and objectives of music education in the elementary-secondary curriculum are outlined. Separate sections discuss the behavioral outcomes of music education and methods for integrating music instruction into the educational programs for 3 to 4 year olds, 5 to 8 year olds, 9 to 11 year olds, 12 to 14 year olds, and 15 to 17 year olds. The pamphlet contains numerous photographs. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED242578

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Rebecca Grier Taylor

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 015 298

Music
In Your Schools

2

Music in Your Schools

Music plays a vital role in human life. It has been important in every culture throughout history. It is important in the life of your child.

A high quality, comprehensive music program should be an essential part of the curriculum of every school because it will

(1) provide an enduring source of enjoyment for every student and enhance the quality of life;
(2) acquaint the student with his or her cultural heritage;
(3) provide the student with insight into other cultures through their music;
(4) help the student develop his aesthetic potential to the utmost;
(5) provide an outlet for creativity and self-expression; and
(6) offer additional and unique insights into human nature and life.

As a result of music instruction in the school, the student should be

(1) able to make music, alone and with others;
(2) able to improvise and create music;
(3) able to use the vocabulary and notation of music;
(4) familiar with a wide variety of music;
(5) able to respond to music in various ways and to make aesthetic judgments; and
(6) able to continue his music learning independently.

A program of this nature requires competent teachers, appropriate schedules and class sizes, and adequate resources such as books, equipment, and instruments. As a parent, what can you expect for your child as he progresses through his school music experiences?

Music for the Three- to Four-Year-Old

Your child in nursery school should have an opportunity to explore many ways to make music using hand drums, triangles, wood blocks, finger cymbals, sand blocks, jingle bells, tom-toms, xylophones, piano, autoharp, guitar, and his own voice.

He should respond freely, progressing from random exploration to a more organized means of making music.

Your child should:

- Be encouraged to create and use his own vocal melodies
- Choose to sing parts or all of songs he hears others perform
- Move expressively to music
- Explore and use the sounds of instruments

Music

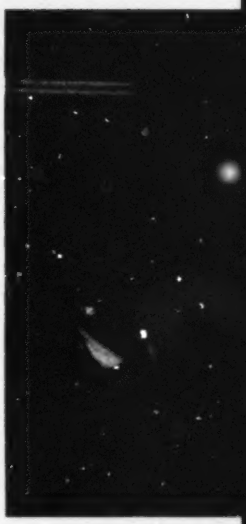
for the

Five- to Eight-Year-Old

During this time, it should be apparent that your child is increasing his understanding of music concepts, such as melody, harmony, and rhythm. These learnings come about through creating, performing, and describing his own music and that of others.

Your child in kindergarten through grade three should be learning how to:

- Sing on pitch within a comfortable range using a clear, natural tone
- Move with greater accuracy to the pulse/rhythm of music
- Play expressively on percussion and other instruments
- Follow and read basic notation



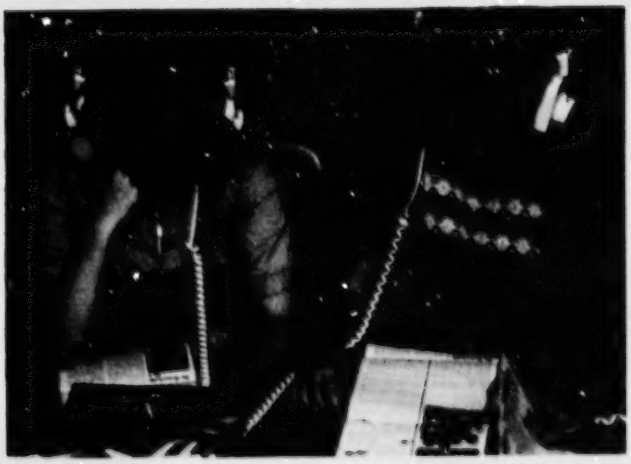
Music for the

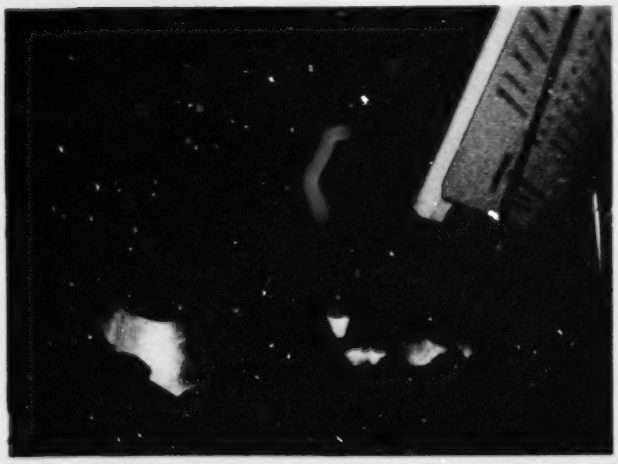
Nine- to

Eleven-Year-Old

Your child in grades four through six should:

- Demonstrate sight-reading skills and ear-training development through singing and playing instruments
- Use traditional and invented notation
- Create his own music
- Perform melodies and accompaniments using instruments such as autoharp, ukulele, dulcimer, guitar, melodica, xylophone, and piano
- Extend his musical learning by participating in groups such as chorus, band, orchestra, and other ensembles
- Listen to music representing various styles and cultures



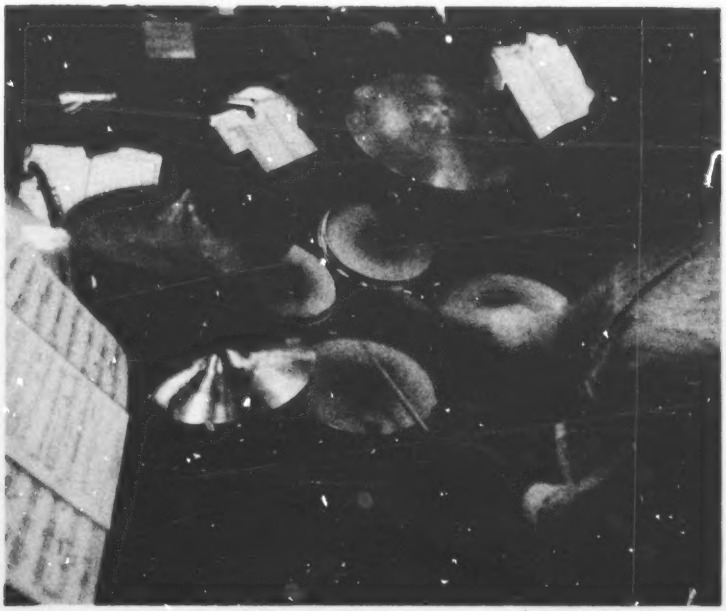


Music for the Twelve- to Fourteen-Year-Old

Your adolescent exhibits enormous energy and intensity in his personal relationships yet displays a disarming inconsistency in dealing with life. He has a compelling need to identify with people, things, and causes. For these reasons, the student should be free to choose from among a diversity of musical options, to explore a variety of musical topics, and to develop a basis for decision making.

The student should continue his musical growth through:

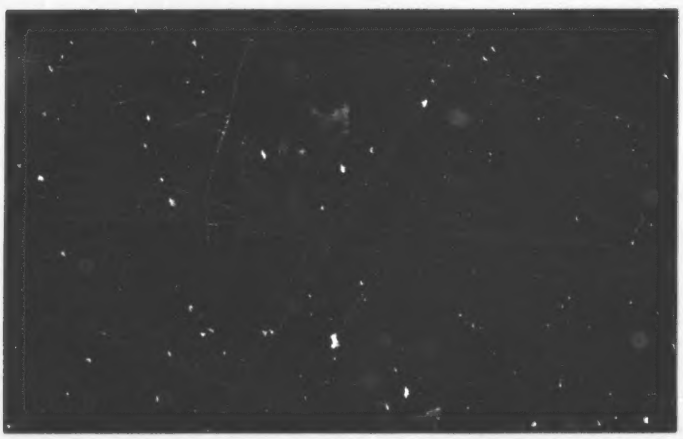
- General music classes, including group instruction, individualized instruction, and laboratory experiences
- Large and small instrumental and vocal ensembles
- Varied experiences using keyboard instruments, folk instruments, and electronic synthesizers



Music for the Fifteen- to Seventeen-Year-Old

Your high school student displays greater skill in verbal and non-verbal communication and in making independent judgments. Elective courses should be available that will challenge each student regardless of his level of musical experience or ability. The student should have the opportunity to continue his musical growth through:

- Academic courses such as music history, music literature, music theory, music composition, basic musicianship, and related arts
- Large and small instrumental and vocal ensembles reflecting various levels of student experience and ability
- Varied experiences using keyboard instruments, folk instruments, and electronic synthesizers



Music in Your Schools

The concept and text of this brochure were developed by the MENC National Committee on Instruction. MENC wishes to thank the administrators, teachers, parents, and children of the following schools for their help and cooperation: Rosemary Hills Elementary School, Silver Spring, Maryland; Weller Road Elementary School, Silver Spring, Maryland; Brown Station Elementary School, Gaithersburg, Maryland; Chantilly High

School, Chantilly, Virginia; Stonewall Jackson High School, Manassas, Virginia; Park View High School, Sterling, Virginia; Stonewall Jackson Middle School, Manassas, Virginia; Sterling Middle School, Sterling, Virginia; Westgate Elementary School, Manassas, Virginia; Rolling Ridge Elementary School, Sterling, Virginia; Seneca Ridge Elementary School, Sugarland Run, Virginia; Blake Preschool, Sterling, Virginia.

Copyright © 1979 by Music Educators National Conference